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ABSTRACT

This guide provides administrators and educators descriptions of ways to start, develop, and operate transitional bilingual programs in accordance with the Washington state "Transitional Bilingual Instruction Act of 1979." The three sections of the guide outline the following information: (1) selection and description of instructional program models, either full or partial bilingual instruction, or an English as a Second Language (ESL) instructional program, always with emphasis on the transitional nature of the model; (2) a description in outline form of outreach and in-class service delivery models; and (3) a checklist of bilingual education components for school districts to implement. Five appendices present flow charts for selecting programs for elementary and secondary schools with fewer than 20 Limited English Speaking (LES) students and for processing elementary and secondary LES students. (Author/AMH)

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A SHORT GUIDE TO APPROPRIATE TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAMS

Prepared by the Superintendent of Public Instruction

by

Rosendo Luna, Jr.
State Bilingual Consultant

December, 1979

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PREFACE

On March 5, 1979 the Washington State Legislature passed Senate Bill No. 2149, known as the "Transitional Bilingual Instruction Act of 1979." It gave the State Superintendent's Office the responsibility to develop and implement a transitional bilingual education program. Subsequently, school administrators and educators felt the need for greater knowledge on how to produce and operate appropriate bilingual programs.

This booklet provides administrators and educators some options and descriptions of starting, developing and operating these programs. It attempts to give a flexible set of guidelines whereby the Limited English Proficient (LEP) students eventually benefit from appropriate and feasible programs.

Since each school can best determine the most suitable program for its LEP students, I have attempted to bring out practical alternatives which may fit different needs, policies and procedures.

Keeping in mind that the ability to speak two languages is an asset to an individual, administrators are strongly encouraged to take advantage of this asset when starting a bilingual program. However, in some situations, a program to help students make a transition into the cultural and linguistic mainstream may be preferable and should be recognized.

Whichever approach to bilingual education is taken, I hope that the ideas and suggestions compiled and presented will help to ease the process of establishing a transitional bilingual education program in your school or school district.

Rosendo Luna, Jr.
State Bilingual Consultant

INSTRUCTIONAL PROGRAMS

A. SELECTION OF AN INSTRUCTIONAL PROGRAM MODEL

1. No single model fits all situations.
2. Begin by examining existing programs.
3. Involve the community in planning and design decisions.
4. Examine the characteristics and needs of the children to be served.
5. Assess resources and support services available.

B. DESCRIPTION OF INSTRUCTIONAL PROGRAM MODELS

1. Full Bilingual Instructional Program.
   a. Trained bilingual teachers and aides responsible for all instruction.
   b. Language specific and culturally relevant materials are used.
   c. Bilingual teachers and aides team teach and blend instruction in both languages as needed.
   d. Recommended where large numbers of one language group are found in each grade.
2. Partial Bilingual Instructional Program
   a. Regular classroom teacher responsible for instruction.
   b. Bilingual para-professional provides native language instruction and cross-over functions.
      1. Translation
      2. Repetition of curriculum in child's language.
      3. Reinforcement of home culture.
      4. Explanation of American culture.
   c. Recommended where resources are limited although the same language group is represented in all grades.
3. ESL - English as a Second Language Instructional Program
   a. No content instruction in child's language.
   b. Special techniques and materials are used in tutorial situations, or other classroom configurations.

c. A trained ESL teacher is highly desirable if available.

d. Recommended for the following situations:

1. Many different languages, few students in any one, scattered.

2. Limited number of one language group; resources limited.

4. Combination Bilingual Instructional Program

a. Regular bilingual instruction for some students; ESL for others.

b. Recommended where many languages are involved, but a sizable group of one language also exists.

C. OTHER RECOMMENDATIONS

1. Mastery of English should be a strong objective of all programs.

2. Reinforcement of the child's home culture is encouraged wherever possible.

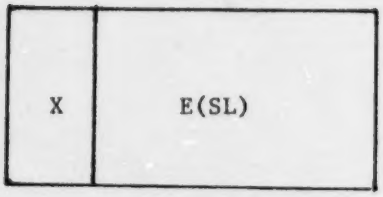
a. Builds a strong self image.

b. Contributes to smooth adaptation to the dominant culture.

The State law emphasizes "transitional bilingual instruction, which means the use of two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable the pupil to achieve competency in English. Concepts and information are introduced in the primary language and reinforced in the second language: PROVIDED that the program shall include testing in the subject matter in English."

On the following page is an explanation and diagram of a transitional model/approach.

Transitional



X = Child's Home Language

E = English as Child's Second Language

--This model begins instruction in the child's home language, but the second language (English) is the ultimate objective, and is introduced in increasing increments until all instruction is in English. This approach is encouraged by those who do not feel the necessity to reinforce the child's home language, and also by those who feel that the second language (E) will receive the benefit of the child's increased language-learning capacity at an early age.

--While it is possible to maintain the home language at some level throughout the curriculum, many bilingual educators feel that continued and more equal emphasis on the home language pays great dividends in the child's image of himself--in his perception of the worth and value of his language.

SERVICE DELIVERY MODELS *

OUTREACH (TRAVELING) MODEL

I. Bilingual/ESL tutoring aides travel from central office (Bilingual Resource Center) to targeted students' schools to offer ESL/Bilingual instruction.

(Pull-out Tutoring)

A. ESL tutoring, culture and history

B. Home liaison

C. Required Subject Matter (RSM) tutoring (limited to "A & B" students)

II. Central program office of bilingual/ESL teacher(s) and aide(s) travel to target students' schools.

A. Formal and scheduled ESL instruction

(Scheduled Classes)

B. Formal and scheduled RSM tutoring/class using English and native language

C. Culture and history sharing

D. Home liaison

III. Central program office should be staffed by the best qualified personnel (teacher(s) and aide(s))

A. Bilingual/ESL teacher(s) should provide: (1) diagnostic services, (2) curriculum materials, (3) training of aides and volunteers, (4) strong inter-cultural activities, and (5) direct services working with aides, volunteers, parents and classroom teachers.

B. Bilingual/ESL teacher(s) should also design an instructional program to develop and expand competencies of each student.

C. Supervised bilingual aides will provide English language development and bilingual services in RSM, culture and history, and contact between home and school.

D. Traveling TUTORS should preplan tutoring sessions.

- small, pull-out groups in individual schools
- assist in student registration, P-T-S-A conferences
- introduce American institutions, customs and cultures
- explain classroom activities and homework
- review classwork and explain assignment and problems in the native language (increase ESL gradually, while decreasing bilingual language gradually)
- meet students' parents once a month: home translation
- acquaint parents with program and staff, American public

school system, and help at home for their children
- help staff understand home situations

E. Volunteers

- augment resources through peer tutors, PTSA/PTA volunteer tutors and community volunteers
- receive training by district and bilingual Resource Center Staff
- assigned to specific students to provide aid to students in understanding and speaking English

IN CLASS (SCHEDULED) MODEL

I. Bilingual/ESL staff assigned to scheduled class/building.

A. Students bussed to central location

B. Student-teacher ratio: 15-1 (homogenous groupings)

C. Group/Individualized instruction in English (1/2 hr/day/student) with a teacher aide (Elementary)/(1 hr/day/student-(Secondary))

D. Bilingual specialists go to the regular classrooms to provide individual and small group activities in the core subjects; reading, spelling, writing and math, and bicultural activities.

II. Roles and duties of staff: See Outreach Model.

MODEL FOR INSTRUCTION, IN ORDER OF PRIORITY

All services will be provided in the schools which the students normally attend. Bilingual instruction and materials will be provided to the extent possible and available.

I. Serve a class or group of students from the same language group at similar levels of need for up to two hours per day, providing students with the following services:

   A. Bilingual instruction, materials, activities
   B. Instruction in developing oral English skills
   C. Instruction in reading English
   D. Application of English skills in content classes
   E. Cultural awareness activities

II. Serve a class or group of students from the same language group at similar levels of need for up to two hours per day, providing students with the following services:

   A. Bilingual materials
   B. Instruction in developing oral English skills
   C. Instruction in reading English
   D. Application of English skills in content classes
   E. Cultural awareness activities

III. Serve a class or group of students from different language groups at similar levels of need for up to two hours per day, providing students with the following services:

   A. Instruction in developing oral English skills
   B. Instruction in reading English
   C. Application of English skills in content classes
   D. Cultural awareness activities

SUMMARY

Two Models:

A. Outreach ESL/Bilingual

B. In-Class ESL/Bilingual

ESL/bilingual programs serve students in the home school.

A. Pull students out of regular classroom for ESL/bilingual instruction in a separate classroom.

B. LEP students remain in regular classes and ESL/bilingual teacher or aide comes into their classes for tutoring/individualized help.

ESL instruction may be used for lack of high concentration of any one language group in one school site. Elementary/secondary characteristics vary in usage.

* Suggested models taken from Puget Sound Bilingual Education Consortium Proposal 1979

CHECKLIST OF BILINGUAL EDUCATION COMPONENTS

FOR SCHOOL DISTRICTS TO IMPLEMENT

GOALS

- [ ] Provide opportunities for all Limited English Speaking children to receive more meaningful education.
- [ ] Use the child's home language until the child's command of English is sufficient for conceptual growth.
- [ ] Use the developed home language to facilitate the learning of the second language.
- [ ] Develop a positive self-image for the child in his/her own cultural heritage and for other cultures as well.
- [ ] Provide for parental and community involvement in the instructional and cultural activities of the school.
- [ ] Provide pre and inservice training for bilingual staff and other staff members in individualized and small group bilingual teaching techniques.
- [ ] Provide an integrated and coordinated learning environment for bilingual programs.
- [ ] Design a dissemination model.
- [ ] Develop an evaluation system.

PROGRAMS - Planning

- [ ] Parent and Community Involvement
- [ ] Advisory Committee
- [ ] Needs Assessment
- [ ] Teacher Questionnaire
- [ ] Diagnostic/Prescriptive Measures
- [ ] Home Language Survey
- [ ] English Proficiency Testing
- [ ] Technical Program Assistance
- [ ] Bilingual Coordinator
- [ ] Assessment of Available Resources
- [ ] District Commitment to Bilingual Education
- [ ] Program Design
- [ ] Parent/Community Volunteers
- [ ] Full Bilingual
- [ ] Partial Bilingual
- [ ] ESL with Intercultural Curriculum

PROGRAMS - Planning (continued)

- /__/ Languages & Cultures Identified for Target Groups
- /__/ Integrated & Coordinated Courses
- /__/ Specific Program Objectives Written
- /__/ Staffing & Staff Development Qualified & Competent
- /__/ Trained Instructional Aides
- /__/ Teacher Training in Bilingual Teaching Strategies, Methodologies, Goals & Objectives, Cultural Awareness

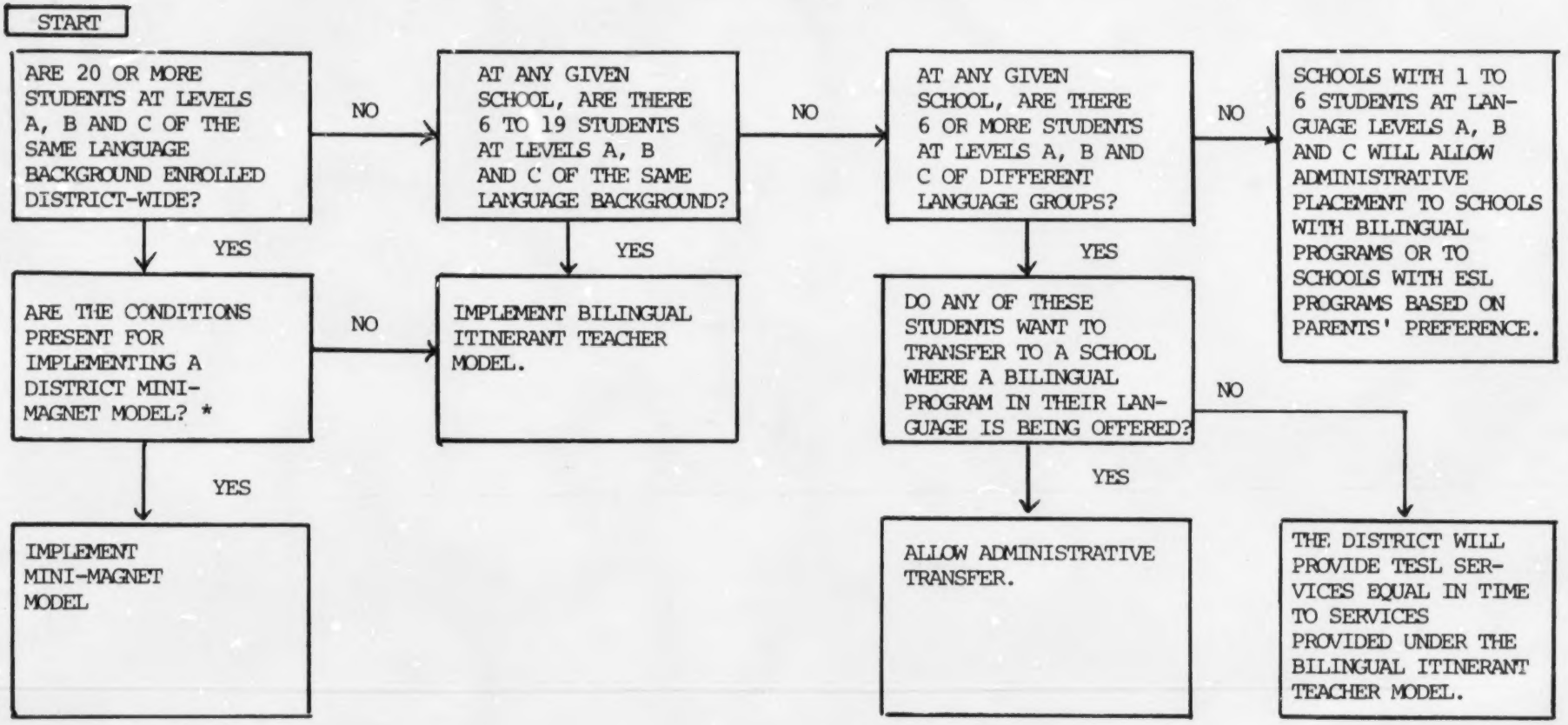
PROGRAM - BILINGUAL CHARACTERISTICS

- /__/ Basic concepts taught in native languages.
- /__/ Language development provided in child's dominant language.
- /__/ Language development provided in child's second language.
- /__/ Subject matter and concepts taught in the second language of the child.
- /__/ Child's self-image positively enhanced through cultural heritage, self-assurance and confidence participation.

EVALUATION

- /__/ Needs Assessment
- /__/ Goals & Objectives
- /__/ Monitoring
- /__/ Final Evaluation
- /__/ Instructional Areas
- /__/ Staff Development
- /__/ Parent Community Involvement
- /__/ Seek Technical Assistance from DOE

A. FLOWCHART FOR SELECTING PROGRAMS FOR ELEMENTARY SCHOOLS WITH A TOTAL ENROLLMENT OF FEWER THAN 20 STUDENTS AT LANGUAGE LEVELS A, B AND C

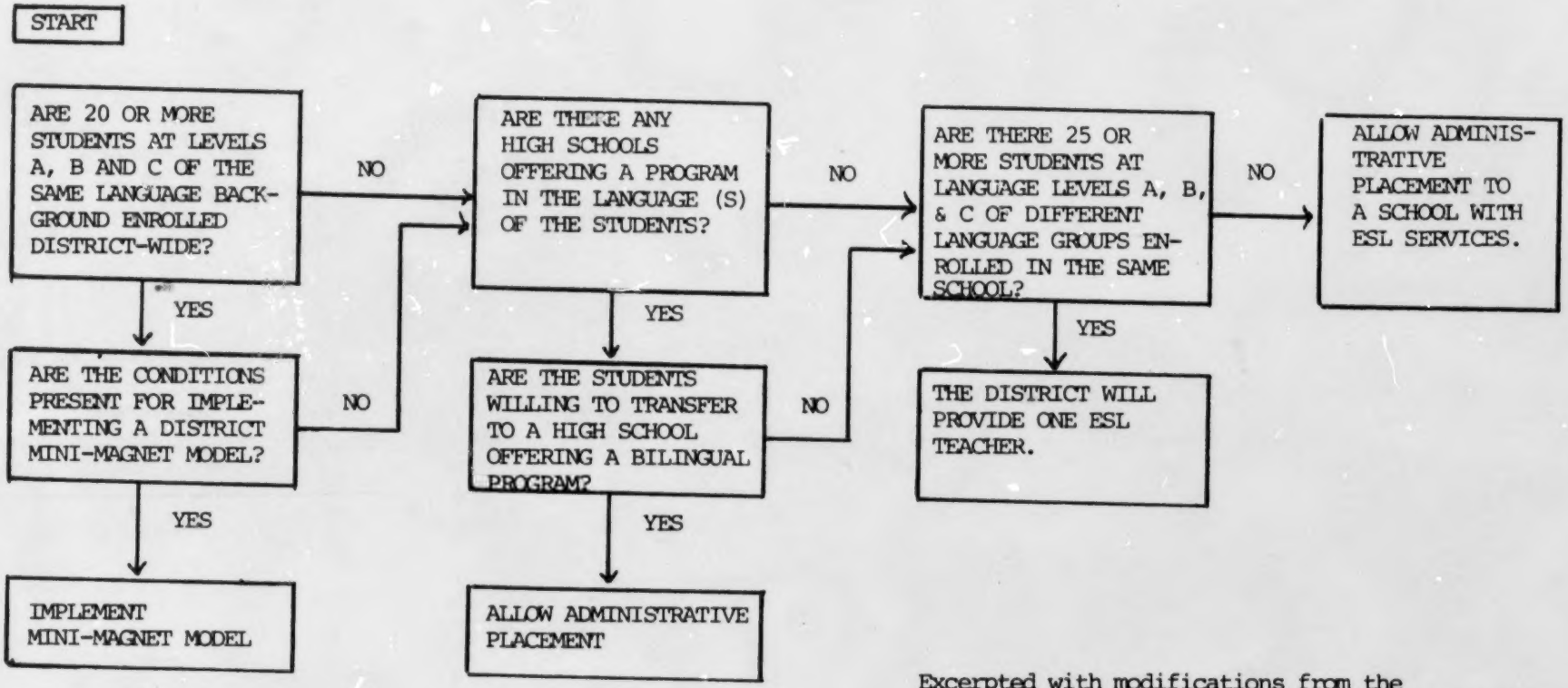

START
ARE 20 OR MORE STUDENTS AT LEVELS A, B AND C OF THE SAME LANGUAGE BACKGROUND ENROLLED DISTRICT-WIDE?
NO
AT ANY GIVEN SCHOOL, ARE THERE 6 TO 19 STUDENTS AT LEVELS A, B AND C OF THE SAME LANGUAGE BACKGROUND?
NO
AT ANY GIVEN SCHOOL, ARE THERE 6 OR MORE STUDENTS AT LEVELS A, B AND C OF DIFFERENT LANGUAGE GROUPS?
NO
SCHOOLS WITH 1 TO 6 STUDENTS AT LANGUAGE LEVELS A, B AND C WILL ALLOW ADMINISTRATIVE PLACEMENT TO SCHOOLS WITH BILINGUAL PROGRAMS OR TO SCHOOLS WITH ESL PROGRAMS BASED ON PARENTS' PREFERENCE.
YES
YES
YES
ARE THE CONDITIONS PRESENT FOR IMPLEMENTING A DISTRICT MINI-MAGNET MODEL? *
NO
IMPLEMENT BILINGUAL ITINERANT TEACHER MODEL.
DO ANY OF THESE STUDENTS WANT TO TRANSFER TO A SCHOOL WHERE A BILINGUAL PROGRAM IN THEIR LANGUAGE IS BEING OFFERED?
NO
YES
YES
IMPLEMENT MINI-MAGNET MODEL
ALLOW ADMINISTRATIVE TRANSFER.
THE DISTRICT WILL PROVIDE TESL SERVICES EQUAL IN TIME TO SERVICES PROVIDED UNDER THE BILINGUAL ITINERANT TEACHER MODEL.

*Native language core subjects taught by itinerant bilingual teachers within a departmental scheduling.

- 20 or more of same language background
- adequate staffing
- adequate facilities

Excerpted with modifications from the Plan for the Implementation of the Provisions of Title VI of the Civil Rights Act of 1964 Related to Bilingual Education, p. 107, 108. October 12, 1977. Chicago Public Schools/ Board of Education, City of Chicago. Joseph P. Hannon, General Superintendent of schools.

B. FLOWCHART FOR SELECTING PROGRAMS FOR HIGH SCHOOLS WITH A TOTAL ENROLLMENT OF FEWER THAN 20 STUDENTS AT LANGUAGE LEVELS A, B AND C.

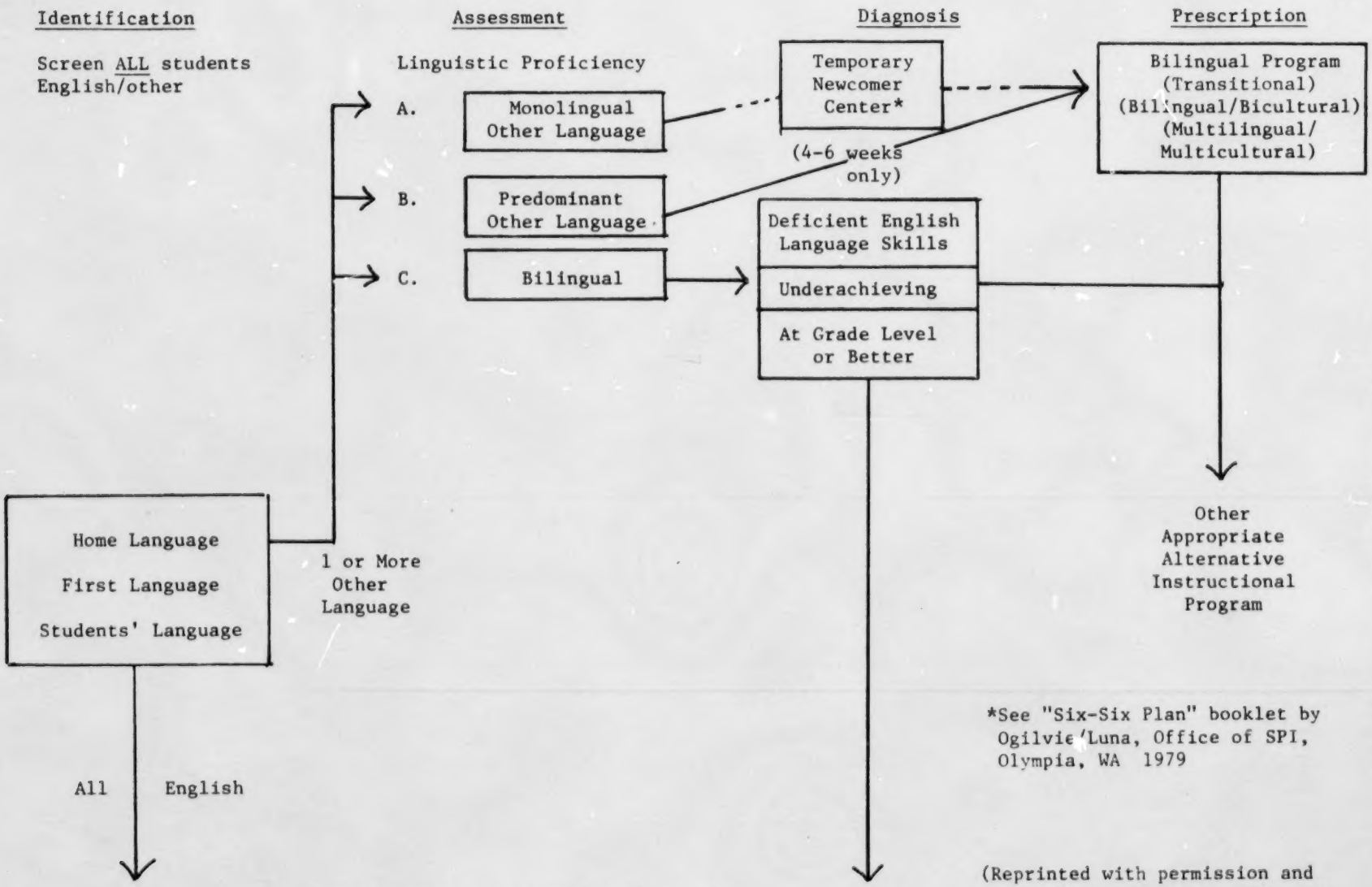

START
ARE 20 OR MORE STUDENTS AT LEVELS A, B AND C OF THE SAME LANGUAGE BACK-GROUND ENROLLED DISTRICT-WIDE?
NO
YES
ARE THERE ANY HIGH SCHOOLS OFFERING A PROGRAM IN THE LANGUAGE (S) OF THE STUDENTS?
NO
YES
ARE THERE 25 OR MORE STUDENTS AT LANGUAGE LEVELS A, B, & C OF DIFFERENT LANGUAGE GROUPS EN-ROLLED IN THE SAME SCHOOL?
NO
YES
ALLOW ADMINIS-TRATIVE PLACEMENT TO A SCHOOL WITH ESL SERVICES.
THE DISTRICT WILL PROVIDE ONE ESL TEACHER.
ARE THE CONDITIONS PRESENT FOR IMPLE-MENTING A DISTRICT MINI-MAGNET MODEL?
NO
YES
IMPLEMENT MINI-MAGNET MODEL
ARE THE STUDENTS WILLING TO TRANSFER TO A HIGH SCHOOL OFFERING A BILINGUAL PROGRAM?
NO
YES
ALLOW ADMINISTRATIVE PLACEMENT

Excerpted with modifications from the Plan for the Implementation of the Provisions of Title VI of the Civil Rights Act of 1964 Related to Bilingual Education, p. 107, 108. October 12, 1977. Chicago Public Schools/ Board of Education of the City of Chicago. Joseph P. Hannon, General Superintendent of Schools.

FLOW CHART OF PROCESSING LEPs

APPENDIX B

ELEMENTARY



*See "Six-Six Plan" booklet by Ogilvie Luna, Office of SPI, Olympia, WA 1979

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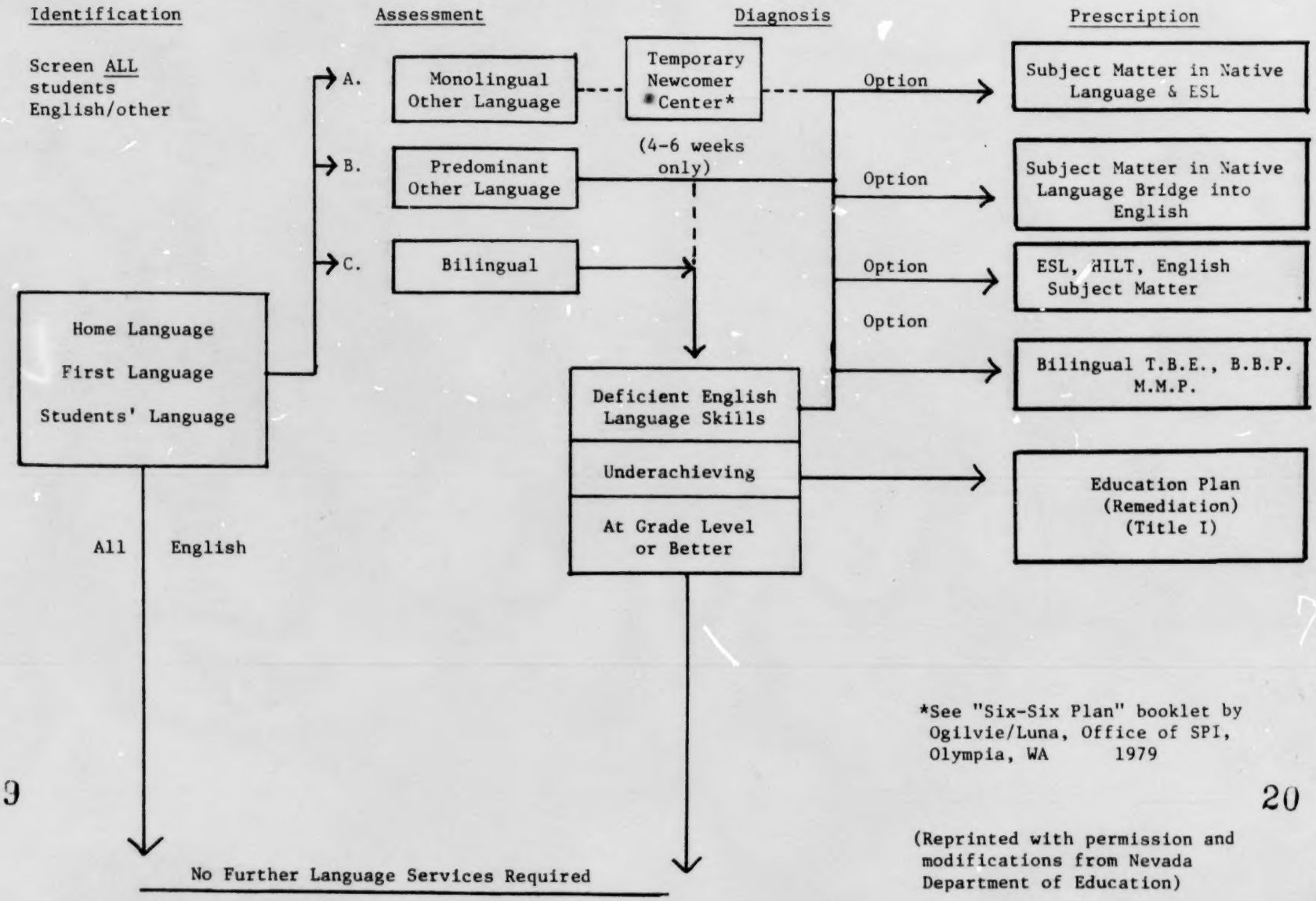
FLOW CHART OF PROCESSING LEPs

Intermediate or Secondary



*See "Six-Six Plan" booklet by Ogilvie/Luna, Office of SPI, Olympia, WA 1979

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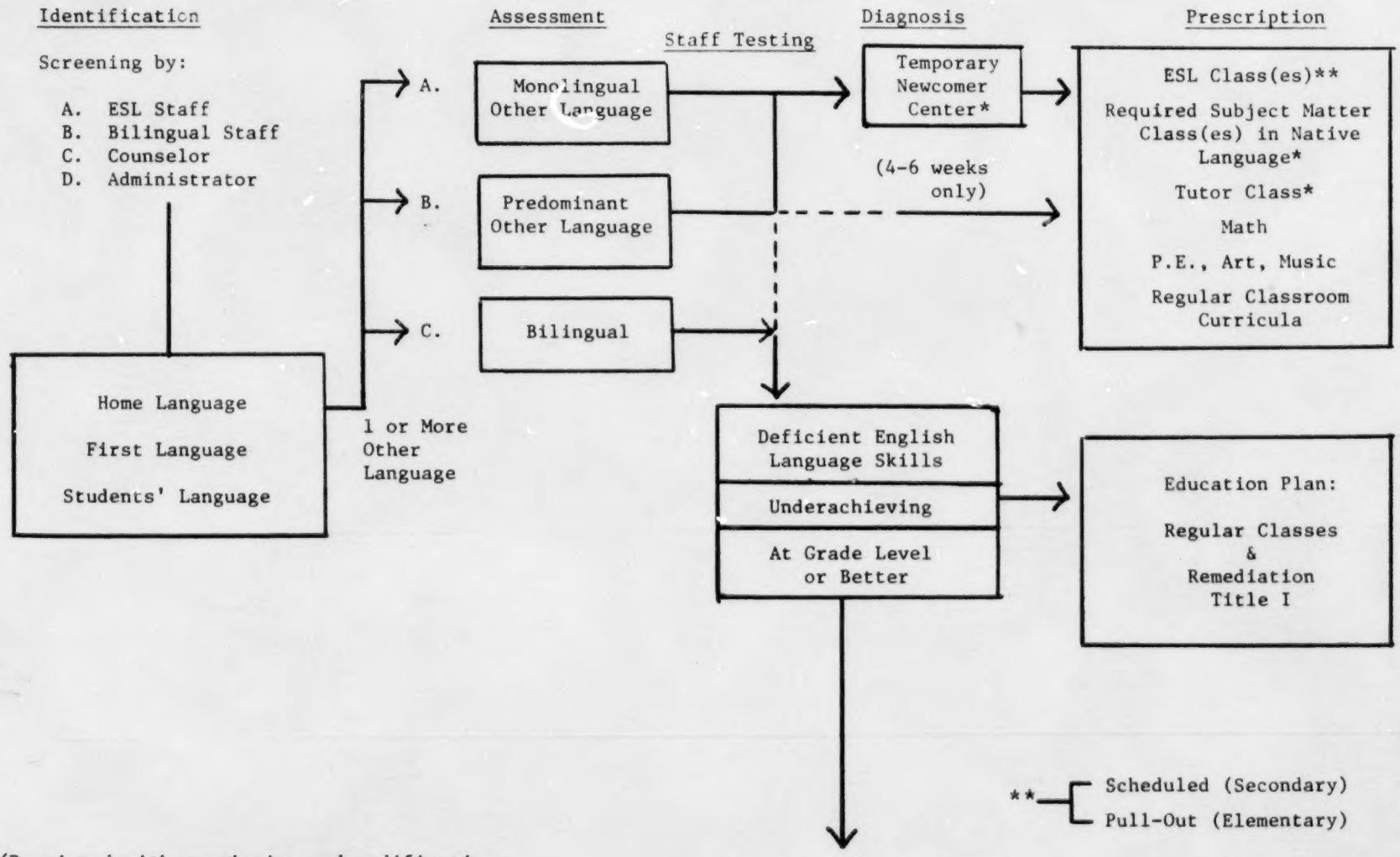
FLOW CHART OF PROCESSING LEPs

APPENDIX D

In-Building Procedures



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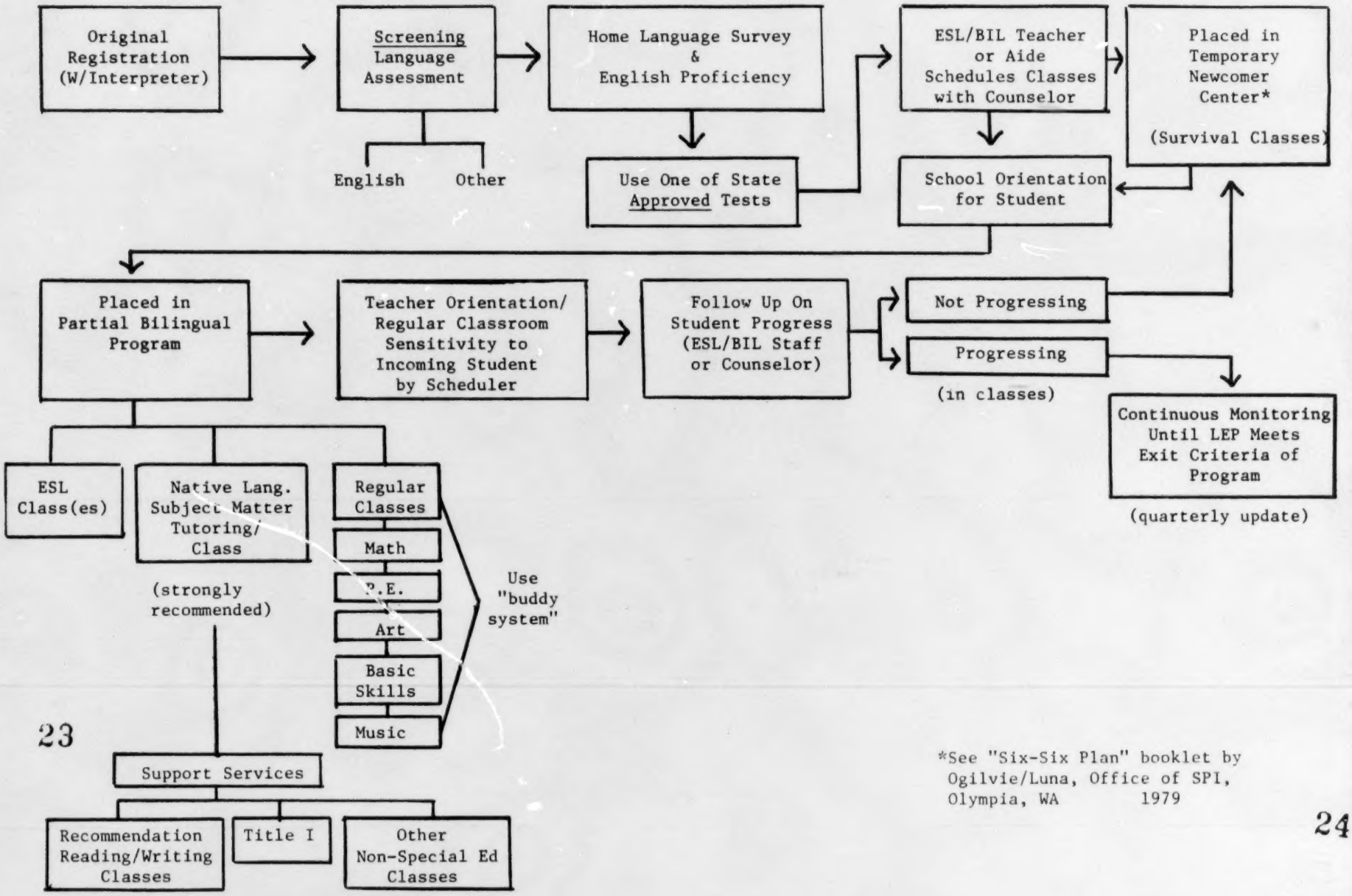
PROCESSING LEPs INTO SCHOOL BUILDING

APPENDIX E



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